



STATE OF MICHIGAN  
MICHIGAN DEPARTMENT OF LABOR AND ECONOMIC GROWTH  
Office of Career and Technical Preparation

***Informational Update***

April 2004

**PLEASE FORWARD THIS MESSAGE TO ALL IN YOUR REGION WHO ARE RESPONSIBLE FOR  
CI PLANNING, ACTIONS, ASSESSMENT, AND REPORTING.**

**Message from Patty Cantú:**

Hello everyone. I've just returned from a very interesting trip to Washington DC where I attended the State Directors of Career and Technical Education meeting, as well as a technical assistance meeting with the USDOE, Office of Vocational and Adult Education. Dr. Susan Sclafani, Assistant Secretary for Vocational Education spoke at both meetings.

The message from Washington continues to repeat several themes for the new Perkins law. Increasing academic rigor of CTE students continues to be in the forefront. The Administration is looking at using NCLB adequately yearly progress as our academic measure in CTE. Our programs must articulate - secondary to postsecondary and lead to a "family supporting wage" for our graduates. And finally, the USDOE is looking at ways to measure technical achievement in our programs using some type of exit test.

You may be interested in visiting the "Education Trust" website: [www.edtrust.org](http://www.edtrust.org). They made a very lengthy presentation at the meeting and have published reports with a lot of educational data that the Administration is using in order to set the framework for the future of Perkins.

We also heard a presentation from Ken Gray at Penn State on the role of CTE in preventing high school drop outs. His premise is that "CTE is to some teens what advance placement/honors is to others." He also mentioned that vocational education graduates find employment 2.2 times faster than graduates from general education programs. Moreover, "A combination of 60% academic courses and 40% CTE is the most effective drop-out prevention program in the American high school." The drop-out rate in the US has grown to 33%, but most of those students are in the general education curriculum.

We have received feedback that not everyone in our CTE community is receiving this update. Please remember to forward this information to all those that you know who work with our programs.

Thank you and have a great Spring.

**Michigan Electronic Grants System (MEGS)**

Reminders: The grant year 2003-04 End-of-Year Report must be submitted on MEGS by August 27, 2004.

Amendments to the 2003-04 grants done after it March 15 will not automatically be copied onto the 2004-05 application. You will need to copy and paste from one application to the other. This will probably not change for future years' grants.

All PDFs for 04-05 applications are now operational.

Please note that the Final Expenditure Report (DS-4044) submitted by your business office to the Michigan Department of Education will no longer require that the both the budget and the expenditures be reported. The last approved budget will be “pulled” automatically from MEGS for this report. This will ensure consistency between business office and grant files’ budget records. MDE is sending out information regarding this change to appropriate school personnel.

### **Congratulations to Jim Levande**

Dr. James F. Levande, Technology Education Consultant in the Office of Career and Technical Preparation, has recently had an article accepted for publication in ***The Journal of Technology Skills***. His professional paper, *A Curricular and Instructional Challenge: Teaching and Learning for Technological Literacy/Capability*, will be available on line in May and in print by June.

### **Career Clusters Timelines**

Attached is a chart of timelines for the development of Career Clusters.

### **Career Clusters Project**

We are on our way to implementing the National Career Clusters Initiative here in Michigan. We believe that there are many benefits to our students through the use of the National Clusters framework. In April of 2003, we outlined some of these benefits and would like to share those with you again.

- They were produced by nationally represented advisory committees using all of the state and national standards that already exist. These people are the experts and leaders in their fields nationally.
- They have all been crosswalked with O’Net, SOC, EOC and federal CIP codes.
- Once developed, they were validated electronically nationwide.
- Solid Postsecondary, Secondary and Business and Industry representation assures all parties had input in development.
- All OCTP Consultants are using the National Clusters to approve new programs.
- Career Clusters are being embraced all over the country in state-to-state standards alignment.
- They are the first national approach to a teachable set of standards with continuity.
- Each of the 16 clusters have the same 10 foundation standards, thus assuring some standardization in requirements among clusters.
- All clusters are in the same format, using knowledge and skills statements, performance elements and measurement criteria which are already developed.
- There is no educational level to the clusters. There is a body of knowledge and skills necessary to be successful in the career specialties. Acceptance of these can easily aid the seamless transition from Secondary to Postsecondary education everyone is working so hard to put in place.
- Portability of credentials within the state and state-to-state in CTE Programs.
- All of the state and territories have contributed funds to the national states directors association for continuation of the cluster concept.
- Several clusters are currently forming an assessment tool for the cluster that can offer a national credential to students.

We believe that the breadth of the Michigan Career Pathways are appropriate for career development activities and teaching and learning for K-8 grade students. For our high school students, the 16 Career Clusters align with the Michigan Career Pathways provide the benefit of more detail to help CTE students further define their area of specialization.

Within CTE programs around the country, not all states use the same business and industry standards. Many times business and industry themselves do not agree on a single set of standards. Michigan is looking forward to how the Career Clusters will support the National Standards (i.e. NATEF, NIMS) that our programs currently use.

The state curriculum consultant staff is on a fast track to provide as many technical assistance tools as possible to ease the transition and the alignment of our current programs into the cluster frameworks. Attached is the proposed timeline for your information.

Cluster Alignment Sessions for Development & Michigan Validation are scheduled as follows:

**May 12** Pat Talbott-Dills – Construction Round Table - Architecture & Construction Cluster

**May 19** Carol Clark – During the Protective Services/Public Safety Spring Update – Law & Public Safety Cluster

**May 26** Randy Showerman – Agriscience & Natural Resources Cluster

To do this, we will be asking for the assistance of CTE teachers during the next several months. Attached is a copy of the Law & Public Safety letter to invite teachers to participate in the meetings that will happen in May. If you have instructors that you would like to encourage to participate, please notify the appropriate consultant on our staff. Future meetings will be scheduled and shared through the Director's Update.

In the Fall, the curriculum consultants will be attending that statewide professional organizations meetings to help faculty learn more about the cluster alignment. Our office will be sponsoring a meeting for teachers in programs that do not have statewide professional organizations. We look forward to working together to better our services to the students of Michigan.

### **Assurance Statements**

As a reminder, Title VI, Title IX, Section 504 and the Age Discrimination Act require recipients receiving federal financial assistance, such as Carl D. Perkins funds, to file a signed assurance to comply with each regulation. A single, composite assurance form for Title VI, Title IX, Section 504, and the Age Discrimination Act replaces the separate forms previously issued by the U.S. Department of Education. Following is a copy of the form, "Civil Rights Certificate," for your use, as needed.

Submit all assurances under the signature of the authorized official for the local agency. Submit assurances for Title IX and Section 504 by sending one copy of the form directly to the U.S. Department of Education at the following address:

U. S. Department of Education  
Office for Civil Rights  
330 C Street, Room 5412  
Washington, D.C. 20202

Submit an assurance for Title VI by sending another copy of the form directly to the Michigan Department of Labor & Economic Growth as indicated below. The Michigan Department of Labor & Economic Growth has been designated to collect and monitor the submission of assurances for Title VI and to maintain a record of those that have been filed.

Michigan Department of Labor & Economic Growth  
Office of Career and Technical Preparation/Civil Rights  
Post Office Box 30712  
Lansing, MI 48909

Keep a copy! Each local agency should have a file copy of each assurance form submitted for purposes of documentation in the event that a compliance review is conducted. This is especially important in the case of Title IX, Section 504 and Age since the Michigan Department of Labor & Economic Growth maintains no record of these assurances.

### **Michigan Week – A Message from the Governor**

This year marks the 50th anniversary of Michigan Week (May 15-21, 2004), a great opportunity to come together and celebrate the many blessings of life in the Great Lakes State. In 1954, the Michigan Week planners sought to engage residents as "Michigan minutemen" - quick-thinking state ambassadors who could, in a minute, share

unique facts or anecdotes about their little corner of Michigan. In this simple way, residents were encouraged to take ownership of their state - one city, one village, one township at a time.

In honor of the founders' vision for what Michigan Week should and could become, I am pleased to announce that we are borrowing a page from history by using the Michigan Week tag line from that inaugural year. The theme for 2004 is "Great Lakes, Great Traditions: This is YOUR Michigan!" We're also renewing a tradition from the early years: the designation of "theme days" around which to plan events, offer ideas for participation and encourage learning opportunities:

Saturday: Main Street Day  
Sunday: Arts and Culture Day  
Monday: Government Leadership Day  
Tuesday: Volunteer Day  
Wednesday: Resources and Recreation Day  
Thursday: Heritage Day  
Friday: Business and Technology Day

This is a time to learn, a time to let our hearts and minds soak up the charm and energy that surround us: our vibrant museums, theaters, libraries, universities and galleries; our unsurpassed environment, rich in land and water; our thriving industries; and, of course, the remarkable people who have written our history for more than 160 years. These are the irreplaceable and inimitable gifts that make our communities more livable, more enjoyable and more attractive to residents and businesses alike.

I invite each of you to join Michigan Week honorary chair Governor Granholm and me in celebrating Michigan Week this year. Take a moment to visit the Michigan Week Web site at: [www.michigan.gov/hal/0,1607,7-160-17447\\_18630---,00.html](http://www.michigan.gov/hal/0,1607,7-160-17447_18630---,00.html), where you'll find the governor's proclamation, information on parades, events, contests, book signings and ways to celebrate the week at home and at work. Downloadable logos, posters and other materials are available too. The Department of History, Arts and Libraries is heading up this effort. Please contact Jim Schultz at: [schultzjh@michigan.gov](mailto:schultzjh@michigan.gov) if you have any questions or would like more information.

Michigan Week is also an excellent time to bring recognition to an often unsung group of citizens: our volunteers. Again this year, the Michigan Week Volunteer Leadership and Community Achievement awards will be presented to those dedicated citizens who give their time and talents to make their communities better. Please take a moment to nominate your co-worker, neighbor, friend or family member for this one-of-a-kind honor. The deadline for entries is Friday, April 23. Nomination forms can be downloaded from the Michigan Week Web site.

Finally, I issue a challenge to all of you as today's state ambassadors: Be vigilant in finding and capitalizing upon opportunities to make Michigan Week a part of your community. Michigan Week isn't just a time for schoolchildren to study state heritage. It's a chance to build bridges, find common ground and tell our story to everyone who will listen. I hope you'll work with your local chambers of commerce, schools, libraries, businesses, and other organizations to create events and programs that speak to the heart and heritage of your own communities.

Remember, this is YOUR Michigan! Let's make the most of it.

### **National Information**

We know that with the new Perkins legislation that the President has proposed (the Secondary Technical Education Act, also known as Sec Tech) that the measurement of technical proficiency of our students for accountability purposes will be a main focus as well as the academic rigor required in our technical programs. Moreover, the Administration is proposing competitive grants that limit funding to CTE programs that articulate from secondary to postsecondary and that prepare students for "family supporting wages". As you can see, many proposed changes are coming our way.

***Governors Put Emphasis on Education, Jobs in Coming Year***

While states across the nation continue to deal with tight budgets in 2004, education and workforce development continue to be legislative priorities, according to a new report. The vast majority of governors in the U.S. are looking for ways to spur job creation and provide a better education system, according to a report released last month by the National Governors Association (NGA) Center for Best Practices. But while K-12 accountability was the dominant theme in 2003, this year governors are placing an emphasis on postsecondary education and training, with 71 percent of governors emphasizing the importance of postsecondary education during their state addresses.

As they recognize the connection between a high-quality education, a skilled workforce, and economic prosperity to localities, governors have been searching for ways to prepare students for success in college and a high-tech workforce. This call to action has been precipitated by data and reports, including the recent American Diploma Project, which found that an increasing number of secondary students are performing poorly academically, are dropping out of school and unprepared for postsecondary training and education.

During NGA's recent Winter Meeting, recommendations were unveiled to address the issue following a study of successful policies and programs in various states. Among them is the setting of statewide performance benchmarks for postsecondary education; the creation and support of an integrated K-16 data system that tracks all youth over time; the fostering of seamless transitions from high school to higher education; and promoting more learning options that combine high school and postsecondary experiences. Statehouses have already begun to institute reforms in order to improve high school education.

In Arizona, where there is a high dropout rate, Gov. Janet Napolitano is seeking not only to improve student performance at the secondary level, but also to increase access to career and technical education programs, community colleges and universities. Washington's Gov. Gary Locke plans to improve education by refining high school graduation requirements, providing more assistance programs for struggling students, investing more in higher education, and providing students with scholarships and other financial aid to attend colleges and universities.

"How can anyone consider giving tax breaks to businesses to create more jobs without also giving our students a chance to land those jobs?" asked Gov. Locke during his state of the state speech in February. "That's why we must make higher education more accessible."

Florida's Gov. Jeb Bush raised standards for high school graduation by replacing the 8th- grade competency test with the 10th-grade Florida Comprehensive Assessment Test (FCAT), among other reform measures implemented to improve the state's K-12 school system.

"Over the last five years, we've seen rising student achievement in schools across the state," Bush said during his state of the state address in March. "This achievement crosses all ethnic, income, and county lines, proving there are no natural barriers to academic success, only fabricated excuses."

Forty-four percent of governors highlight the need for workforce training, with many of them recognizing the important role that community colleges can play in this area. In Ohio, Gov. Bob Taft announced the creation of a "Jobs Cabinet" to focus on job development, including manufacturing and agriculture. In Kansas, Gov. Kathleen Sebelius has proposed a revitalization plan to link workforce development to industry needs. Earlier this year, New Jersey's Gov. James E. McGreevey presented his legislature with a plan to link the activities of high schools, higher education, and businesses to create a better trained workforce through the creation of a single department – the Department of Labor and Workforce Development.

"Whether someone is unemployed or under-employed, a high school graduate or a Ph.D., we are going to provide the skills they need and our economy demands," said McGreevey in January. The state is also developing a plan to use distance learning and college credit for apprenticeship programs so that job training can be more easily accessible.

But although there is statehouse emphasis on education and workforce development, there has been little in the way of increased spending on either. Despite governors' expressed optimism about their states' economic prosperity this year compared to 2003, education programs at both the K-12 and postsecondary levels continue to suffer cuts. Eleven states made cuts in K-12 education for fiscal year 2004, following nine in 2003, according to the Center on Budget and Policy Priorities (CBPP). State school spending per-pupil has declined in 34 states since 2002 and the effects of these declines include new or higher fees for textbooks and courses, shorter school days, reduced personnel, and reduced transportation. In higher education, spending has been cut leading to double-digit increases in college and university tuition, and reduced course offerings.

Governors have been organizing their workforce systems around the Workforce Investment Act (WIA) since its enactment in 1998. The legislation serves the nation's youths, adults and dislocated workers, and fosters partnerships among federal, state, and local governments to produce highly-skilled workforces. But twice the federal government has tried to reduce funding for WIA: a \$359 million reduction proposal in 2002, and \$343 million in 2003, according to the General Accounting Office, Congress' investigative arm. States and local workforce officials continue to express a need for more federal funding in light of current economic conditions, the GAO reports. To supplement federal dollars, almost half of states have reported using employer tax revenues in 2002 to fund their own employment and training programs, with manufacturing being the most invested industry.

### **Officials: Career Clusters Can Provide Link Between CTE and Academics**

As the debate continues about the relevance of career and technical education at a time when particular emphasis is being placed on academic achievement, career clusters provide a seamless educational system that integrates both academic and technical preparation, officials say. Career clusters offer great potential in providing a new framework for career education by promoting academic achievement, fostering successful transitions from secondary to postsecondary education, providing a way to assess students' skills and meeting new accountability requirements in a more systemic manner, according to Kim Green, executive director of the National Association of State Directors of Career Technical Education Consortium (NASDCTEc).

"We now have a tool that anybody can use...to be able to look at their curricular and decide whether or not they are meeting current needs of the economy, or whether or not they need to do some updating," Green said earlier this month during a forum held at the National Dissemination Center for Career and Technical Education at Ohio State University.

The career clusters initiative – launched in 2000 by former Education Secretary Richard Riley – fosters a partnership between educators, industry and business leaders to develop national standards, course pathways and evaluation methods for 16 career groupings. These clusters include finance, agriculture, information technology and health sciences. The U.S. Department of Education identified the 16 groupings and in 2000 provided the initial seed money for the clusters initiative. But in March 2002, the agency halted funding for the second phase of the project, which was set to begin July 1. This phase required \$2.5 million in federal funding for 110 pilot sites in high schools across the nation. Fuelled by a new vision for career and technical education (CTE) – and with support from the field – NASDCTEc took charge of the project and its funding, and is currently implementing career clusters across the country, Green said.

The current drive for education reform has put pressure on career education providers to demonstrate that CTE is an important component of the education system, Green said. The career cluster system complements education reform measures because it provides a framework for consistent accountability and data collection, according to Green. In the past, CTE has not sufficiently been able to demonstrate its positive impact because of the lack of across the board assessments that ultimately provide data concerning students' proficiency and outcomes. But the assessments that are an inherent part of the clusters initiative – including workplace readiness and cluster-specific assessments – assess and validate students' skills proficiency and, moreover, allow for state-by-state comparison of each cluster, Green said.

“We believe this has a huge national potential for showing the impact of career-tech and being able to have some common accountability, data collection and common definitions,” Green said.

Career clusters also provide a “common language” for both workforce and education systems which makes for a more productive partnership between the two, according to Pam Stacey, coordinator for the State Career Clusters Initiative. Moreover, the system provides flexibility for states to implement the clusters based on their local labor market needs. While South Carolina and Maryland have implemented business, marketing, and finance into “mega clusters,” for instance, Oklahoma has implemented law, IT, health and manufacturing to meet its needs.

Further, the system provides an “instructional and guidance model” that exposes parents and students to a variety of career options available – something that has been lacking under the current system. The model also enables guidance counselors to individualize each student’s education plan, and gives students the flexibility to change pathways within a given career cluster because they would have mastered the general requirements of that industry as a whole, Stacey said.

Stacey added that NASDCTEc is committed to regularly updating the skills and knowledge sets required for occupations. For more information about career clusters, visit [www.careerclusters.org](http://www.careerclusters.org).

### **Professional Development Opportunities**

There are an array of professional development opportunities available for Michigan educators this summer through Ferris State University. The entire program can be viewed at: [www.ferris.edu/ucel/summerinstitute](http://www.ferris.edu/ucel/summerinstitute).

In addition to many credit courses in compressed formats throughout the state in the areas of leadership, school personnel management, experiential education, multimedia instruction and design, diversity, and other topics, there are also non-credit options for career educators. Following are the offerings:

Automotive Instructors: Drivability and Engine Mechanical Update - Monday, June 28, Delta College at University Center, MI (full day)

Automotive Instructors: Vibration Correction/Brake Systems - Tuesday, June 29, Delta College (full day)

Hospitality Educators: Food Safety and Sanitation and National Restaurant Association ServSafe Certification - Tuesday, June 22, Northwestern Michigan College in Traverse City (full day)

Hospitality Educators: Grilling and Smoking Techniques: Batch and Individual Servings - Wednesday, June 23, Northwestern Michigan College (morning only)

Hospitality Educators: Speed Scratch and Plus One Cooking – Northwestern Michigan College (full day)

Technical Educators: AutoCAD 2004 - Thursday, June 17, Northwestern Michigan College (full day)

Technical Educators: AutoDesk Inventor Essentials - June 21-25, 8:00 am – 4:00 p.m., Monday-Thursday, and 8:00 a.m. – 12:00 noon on Friday (week-long), Northwestern Michigan College

For additional information, check the website or call the University Center for Extended Learning toll-free at (888) 378-4378.